

### DAYBOOK PLAN – SAMPLE 18 (Secondary)

| Period               | Class   | Topic  | Learning Expectations  | Differentiation   | Strategies/ Activities/ Materials   | Consolidation   | Application  | Assessment   | Reflections |
|----------------------|---|--|--|---|---|---|--|--|-------------|
| 1. 9:00 to 10:12     | Grade 10 History (Applied) (CHC2P)<br>"Canadian History in the Twentieth Century"   | The causes of WWI-part of the unit on Canada's participation in war, peace and security.                 | <ul style="list-style-type: none"> <li>• Create a graphic organizer to show the relationships among the causes of World War I.</li> <li>• Supportively assess the work of others.</li> <li>• Experience the impact of various points of view.</li> </ul> | <p>Provide an area of the classroom where students can re-examine the video clip if necessary.</p> <p>Provide a pre-started graphic organizer with one example for M, K, T and R.</p>             | Show three-minute video clip of assassination of Archduke Ferdinand in Serbia. Use follow up discussion to unpack the six causes of World War I. Present a variety of graphic organizers. Challenge students to develop a graphic organizer depicting the relationships among the causes.   | Brief recap with key, educative questions on definitions and consequences of major terms such as imperialism, arms race, & Bismarckian Alliances to check for understanding | Place the causes of the war in the circles. Show the relationship among the causes by drawing and labelling arrows among the circles | Post work on bulletin board. Students comment on the effectiveness of the graphic organizers based on criteria of content and communication effectiveness (use 3 stars and wish strategy). |             |
| 2. 10:20 to 11:32    | Grade 10 History (Applied) (CHC2P)<br>"Canadian History in the Twentieth Century"   | See period 1 class.  | See period 1 class.  | Provide a pre-started graphic organizer with one example for L, M, and P.   | See period 1 class.   | See period 1 class.   | See period 1 class.  | See period 1 class.  |             |
| Lunch 11:32 to 12:40 | Reminder of the brief department meeting to discuss curriculum concerns – Room A234   |  |  |   |   |   |  |  |             |
| 3. 12:40 to 1:52     | Preparation Period. Mark assignments from yesterday. Book video on Canada's Contribution (Ypres, Somme, Vimy Ridge) for Friday's class. |  |  |   |   |   |  |  |             |
| 4. 2:00 to 3:12      | Grade 10 History (Academic) (CHC2D)<br>"Canadian History in the Twentieth Century"  | Part of the unit on Canada's participation in war, peace and security-How Canada became involved in WWI. | <ul style="list-style-type: none"> <li>• Prioritize the six causes of World War I.</li> <li>• Apply the skills involved in an inquiry process</li> </ul>   | Include T, R and L in a single group and work with them to get them started on the task. Review the stages of effective inquiry with them before posing the task. Ask T to record for this group. | Show three-minute video clip (see period 1). Use list of causes listed in article by A.J.P. Taylor. Individuals choose one cause as most important. Then, in groups, they share their choices, their reasons and try to reach agreement on the most important cause. Groups present their results to one another. Discussion follows. | Use bubble map to paraphrase discussion points  | In their notebooks students prioritize the six reasons for World War I and defend their choices in writing.                          | Collect notebooks. One mark will be given for each on analysis, interpretation and drawing of conclusions.   |             |